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ABSTRACT

The information and activities in this guide are offered to teachers who want to help their third grade students develop test taking skills. The introductory sections of the guide discuss test wisdom, the characteristics of third grade students, the teacher's role in testing programs, elementary words and terms, directional words and phrases for written assignments, a breakdown of the Dolch Basic Word List by educational levels (preprimer through grade three), and do's and don't's of test taking for third grade students. The bulk of the guide contains teacher notes and lesson plans for practicing test taking techniques. The lesson plans include work on test vocabulary, using test answer sheets, types of test questions (such as true-false, completion, word set relationships, and multiple choice), practice in recognizing printed mistakes, reading comprehension, and skimming reading materials to find key words. Also included in the guide are samples of answer sheet forms, supplementary exercises for functional reading, and a list of references. (RL)

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THE TEACHING OF TEST TAKING SKILLS-GRADE THREE

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Prince George's County Public Schools
Upper Marlboro, Maryland 20870
Dr. Edward J. Feeney, Superintendent of Schools
Revised Edition, 1981

PGIN 7690-1536

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PREFACE

As a means of measuring both the effectiveness of education in the Prince George's County Public Schools and each student's achievement in school, standardized tests play an important role. It is therefore of great importance that every student be given the utmost help to become familiar with test taking techniques. A student's mastery of such techniques will increase test scores considerably.

Such skills may be taught at any grade level but it is especially important that they be taught during the elementary grades. Every student needs a background of test taking experience before he/she is subject to the first formal testing. Teachers can use the model packet in this booklet to help them design their own test taking lesson plans. An important part of the teacher's plan must be sample tests appropriate to a student's grade level. Teachers will need to emphasize test taking skills throughout the school year, but these skills should be stressed during the spring for grade 2 and in the fall for grade 3 prior to the administration of the California Achievement Tests.

Edward J. Feeney
Superintendent of Schools

INTRODUCTION

In view of the fact that testing has become a critical factor in the evaluation of the effectiveness of educational programs offered by our school system, school administrators feel it is necessary to make certain that all children in the Prince George's County Schools possess those basic skills necessary for successful test taking. The intent of the attached material is to ensure that children will not be penalized for lack of skill in test taking techniques when those techniques differ from knowledge of the content material covered by the test.

As directed by the Board of Education, the Superintendent appointed a Task Force to identify those skills and to develop a program by which pupils could be taught those skills specific to test taking. The attached packet included such a program that was piloted at the third grade level in April, 1975. The pilot program was evaluated in June, 1975, and recommendations for county-wide implementation in the 1976-76 school year completed.

In the process of identifying the skills, it became apparent to members of the Task Force that teachers would need some assistance in developing strategies to teach the skills and, hence, the suggested lesson plans specific to that aspect of the program were developed by a group of three third grade teachers and revised according to suggestions from other teachers.

It is hoped that the attached material will prove to be helpful in offering some ideas in the teaching of test taking skills. The exercises will not provide specific test items from all standardized test forms or teacher made tests. They will familiarize students with the mechanics of test taking and some examples of skills that are revealed through test forms.

TYPES OF TEST ADMINISTERED TO THIRD GRADE STUDENTS

GROUP TESTS

Third grade students may be given any or all of the following types of tests in a group organized setting. The results of these tests enable the teacher and principal to evaluate instructional effectiveness and to develop revised or additional teaching plans following the diagnosis of test performance of the group or of individual students.

These tests include:

California Achievement Test (CAT)

Group Diagnostic Inventory (GDI)

Metropolitan Readiness Test (MRT), Level 2

Learning Abilities Tests

Skill Proficiency Tests

Teacher-made Tests

INDIVIDUAL TESTS

For purposes of a more comprehensive evaluation of a child's manner and level of functioning within the classroom, there are certain diagnostic tests which may be individually administered within the school system by a certified school psychologist. These instruments measure general level of intelligence, grade achievement level, social-emotional-maturational level and general aptitude for classroom success. However, these tests may be administered to a child only with informed, parental consent and all such test results are interpreted to and discussed with the parent and teacher by the psychologist. Additionally, there may be testing done by special education staff or reading personnel involved with SL/RD testing.

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TEST WISDOM

UNDERSTANDING

Young people need help in their attempts in developing an understanding of the general nature of things. Some pupils possess penetrating insight and can apprehend trends almost instinctively while others never develop such an understanding. And so it is with pupils in their development of test taking skills and test wisdom.

A critical condition necessary for instilling test wisdom in pupils is a discussion concerning the need and purposes for the testing and how the test results will be used. With this understanding, pupils should be able to exercise sound judgment during the testing sessions.

TEST QUESTION CHARACTERISTICS

Pupils need to remember that many test questions require them to recognize printed mistakes. They must determine what sections of a passage, paragraph, or story are incorrectly developed. In most of their school work, focus has been placed on the correct way a specific function is to occur. Looking for "mistakes" requires pupils to approach the test taking task with a different mental set.

TEST DIRECTIONS

Pupils must listen carefully as directions are given or read by test administrators and ask questions until they are sure they know what is required of them. Pupils should translate those directions into their own words and a translation should be given aloud by a member of the group to whom the test is being administered.

TOOLS FOR TEST TAKING

A guide card or sentence marker may allow pupils to maintain proper focus as their eyes move from questions in the test booklets to the answer section in the booklets. An extra #2 pencil for emergency use may help to alleviate tension or crisis situations.

GUESSING

Pupils should be informed about the scoring and grading procedures for any test. They should not guess if they are subject to penalties for wrong answers. If scores are based on a total number of right answers, then, relying upon the elminiation process, pupils should guess wisely, learning to use cue words, learning to derive clues from other test items, and understanding that a higher percentage of true/false test items are written as true statements.

GUIDELINES

A deliberate, methodical, and relaxed approach to test taking will be much more productive than an excited, tense, and rushed approach. Pupils are required to take numerous tests. They should think of the test as an opportunity to gain more experience with a situation that may be different, knowing that the next time it occurs they will be better prepared to handle it.

Pupils should be aware that reliance can be placed on initial decisions or responses to test questions. An answer should be changed only if an obvious reason is found.

Reading for comprehension is a different task from reading to locate facts. Pupils need to keep in mind that they are taking a test. Passages need not be read completely and carefully in order to answer certain questions.

Once a passage is skimmed, pupils may read all the test questions pertaining to the passage before attempting to answer the first. If any rereading is necessary to locate answers, pupils have the opportunity to search for several answers at the same time.

It is in the pupil's best interest to remain emotionally detached and never become interested in the information contained in the passages. They should not think about or dwell on any idea which is based on information that is not needed to answer any test question.

CHARACTERISTICS OF THIRD GRADE STUDENTS

A third grade student who is usually between ages eight and nine exhibits unique individual characteristics which must be recognized by the teacher in providing maximum assistance for students to perform well in taking tests.

Every third grade teacher needs to be alert to the following possibilities although for an individual child there may be circumstances attendant to the testing situation which actually elicit his/her best performance.

THIRD GRADERS:

- have a fear of tests and a formal test atmosphere. During this stage of development the students are developing the moral structures of their personalities. The formal atmosphere of testing could cause them to worry about doing wrong.

- have difficulty in arranging answer sheets and test sheet booklets on the desk. Special attention should be given to the left-hander. At the third grade level gross motor development is developing rapidly. Children could experience trouble arranging more than one piece of paper on their desks and smoothly reading the questions and recording answers.

- find it difficult to place marks in boxes on answer sheets which require fine motor development. Often a poor test score reflects an eye-hand coordination problem.

- usually need extra pencils. Due to the fear of being wrong, children can become very upset when their pencil point breaks, feeling that it is their fault.

- often erase completely through the paper which will create time delay and frustration. All erasers should be checked for cleanliness and proper softness. The normal anxiety aroused by test taking causes extreme muscle tension in the hand and finger muscles. Sometimes it helps to have the students shake their hands in the air to relax them.

- have a narrow field/path of vision and need to keep all testing materials very close at hand. The formality of test taking causes muscle tension and thus eye movements are very jerky and field of vision is narrowed.

- show great concern over different types of print, such as 4 for 4, Q for q, A for a.

- have a shorter attention span than older students due to a rapid body growth and a slower central nervous system development.

- have difficulty in management of time during the test session.

- may have home-developed anxieties toward testing. Parents of younger school children may have more influence on their children's emotions than parents of older children.

- demonstrate peer group concerns during testing situations, i.e., empathy with peers and concern with maintaining honesty.

- need to recognize that it is not always necessary to finish a test to do well on the test.

- may become ill or be excessively anxious during testing. They may need to be rescheduled to take the test at a later time.

- need to know the purpose of each test before it is administered. This is the "why time." Children constantly are asking questions and through this process their fear of the unknown, the test, is reduced.

- feel uneasy in skipping difficult problems and returning to them if time permits but can be encouraged to do so. They have developed a sense of doing number one, then going on to number two. In the student's mind, skipping problems is often considered the same as getting it wrong.

- need to recognize that speed in taking a test is not important. There is no correlation between finishing first and high scores.

- tend to become too much involved with proper names and facts which have very little relationship to locating appropriate answers.

THE TEACHER'S ROLE IN TESTING PROGRAMS

- Tell students what tests are and why they are important.
- Teach students to find printed mistakes in capitalization, spelling, etc.
- Establish procedure for collecting booklets and other materials.
- Use a variety of your own examples. This packet includes only suggested items.
- Develop a plan with the principal for effective testing arrangements, i.e., plan an effective time of the day for testing such as one half hour after school starts.
- Provide assistance in the operation of the testing program by establishing a healthy testing attitude and rapport with students before each testing situation.
- Establish test purposes with students.
- Provide for collection and scoring of test answer sheets.
- Provide for recording test results under administrative direction. (Under certain circumstances "invalid" may be registered on the permanent record.)
- Study errors made by each pupil to discover learning difficulties and to plan for remediation.
- Provide meaningful reporting to parents.
- Appraise own teaching success in light of test results.
- Exercise control over the testing procedure and test setting.
- Maintain flexibility in dealing with the changing behavior of students. The teacher may, under special circumstances with the approval of the principal, reschedule testing for an individual or group of students. Unforeseen events do occur, both physical and emotional, which influence pupils' attitudes and performance relative to testing in a manner which could completely invalidate results.
- Provide for review of content material for teacher-made tests.
- Emphasize testing skills for standardized and teacher-made tests.

ELEMENTARY WORDS AND TERMS

beware
bus stop
caution
deep water
do not cross
down
danger
exit
first aid
go slow
men
help
in
keep away
keep off
keep out
women
look
listen
next
junction
out of order
keep out of the reach of children
insert coin
no admittance
no dogs allowed
no fires
no hunting
no fishing
no minors
no trespassing
open
out
one way
do not enter
poison
police
post office
private
push-pull
step down
stop-go
this end up
this side up
up
walk
rest rooms
do not inhale fumes
occupied
set up
wet paint
watch your step
wanting
boys and girls
closed, close
don't walk
emergency
entrance
fire escape
gentlemen
his, hers, its
handle with care
high voltage
inflammable
information
instructions
keep to the left
keep to the right
do not use in a closed room
don't touch
not for internal use
road closed
thin ice
use other door
ladies

DIRECTIONAL PHRASES FOR WRITTEN ASSIGNMENTS

Draw/put a line under

Draw/put a circle/ring around

Put an X on

Draw a box around

Draw a line to

Choose/select

Write the word/answer

Fill in the blank

Write in alphabetical order

Write in ABC order

Finish the sentence

Use the word box

Find the _____

True or False

Yes or No

Keep your place

The best answer

Draw a picture

Fill in the answer space

Stop here

Print your last name clearly

Do not write here

Do not write _____

Fill in the circle

DIRECTIONAL WORDS FOR WRITTEN ASSIGNMENTS

draw	use	underline	behind
put	mark	check	beside
color	cross	across	after
write	answer	column	before
add	circle	row	around
trace	complete	right	over
tell	fill	wrong	under
work	identify	select	number
match	skim	correct	incorrect

BREAKDOWN OF THE DOLCH BASIC WORD LIST BY LEVELS

Preprimer	Primer	First Grade	Second Grade	Third Grade
a	all	after	always	about
and	am	again	around	better
away	are	an	because	bring
big	at	any	been	carry
blue	ate	as	before	clean
can	be	ask	best	cut
come	black	by	both	done
down	brown	could	buy	draw
find	but	every	call	drink
for	came	fly	cold	eight
funny	did	from	does	fall
go	do	give	don't	far
help	eat	going	fast	full
here	four	had	first	got
I	get	has	five	grow
in	good	her	found	hold
is	have	him	gave	hot
it	he	his	goes	hurt
jump	into	how	green	if
little	like	just	its	keep
look	must	know	made	kind
make	new	let	many	laugh
me	no	live	off	light
my	now	may	or	long
not	on	of	pull	much
one	our	old	read	myself
play	out	once	right	never
red	please	open	sing	only
run	pretty	over	sit	own
said	ran	put	sleep	pick
see	ride	round	tell	seven
the	saw	some	their	shall
three	say	stop	these	show
to	she	take	those	six
two	so	thank	upon	small
up	soon	them	us	start
we	that	then	use	ten
where	there	think	very	today
yellow	they	walk	which	together
you	this	were	why	try
	too	when	wish	warm

DIRECTIONAL PHRASES FOR WRITTEN ASSIGNMENTS

Draw/put a line under	Find the _____
Draw/put a circle/ring around	True or False
Put an X on	Yes or No
Draw a box around	Keep your place
Draw a line to	The best answer
Choose/select	Draw a picture
Write the word/answer	Fill in the answer space
Fill in the blank	Stop here
Write in alphabetical order	Print your last name clearly
Write in ABC order	Do not write here
Finish the sentence	Do not write _____
Use the word box	Fill in the circle

DIRECTIONAL WORDS FOR WRITTEN ASSIGNMENTS

draw	use	underline	behind
put	mark	check	beside
color	cross	across	after
write	answer	column	before
add	circle	row	around
trace	complete	right	over
tell	fill	wrong	under
work	identify	select	number
match	skim	correct	incorrect

BREAKDOWN OF THE
DOLCH BASIC WORD LIST BY LEVELS

Preprimer	Primer	First Grade	Second Grade	Third Grade
a	all	after	always	about
and	am	again	around	better
away	are	an	because	bring
big	at	any	been	carry
blue	ate	as	before	clean
can	be	ask	best	cut
come	black	by	both	done
down	brown	could	buy	draw
find	but	every	call	drink
for	came	fly	cold	eight
funny	did	from	does	fall
go	do	give	don't	far
help	eat	going	fast	full
here	four	had	first	got
I	get	has	five	grow
in	good	her	found	hold
is	have	him	gave	hot
it	he	his	goes	hurt
jump	into	how	green	if
little	like	just	its	keep
look	must	know	made	kind
make	new	let	many	laugh
me	no	live	off	light
my	now	may	or	long
not	on	of	pull	much
one	our	old	read	myself
play	out	once	right	never
red	please	open	sing	only
run	pretty	over	sit	own
said	ran	put	sleep	pick
see	ride	round	tell	seven
the	saw	some	their	shall
three	say	stop	these	show
to	she	take	those	six
two	so	thank	upon	small
up	soon	them	us	start
we	that	then	use	ten
where	there	think	very	today
yellow	they	walk	which	together
you	this	were	why	try
	too	when	wish	warm

GENERAL NOTES TO TEACHERS

The recommended order for presentation of the concepts contained in the suggested lesson plans is:

Plan I	Vocabulary
Plan II	Answer Sheets
Plan III	Types of Questions
	True/False
	Completion
	Word Set Relationships
	Multiple Choice
Plan IV	Printed "Mistakes"
	Capitalization
	Punctuation
	Spelling
Plan V	Reading Comprehension
Plan VI	Skimming - Clue Words

Copies of these exercises should be made available for each student to complete.

Each plan may also be useful as a test to measure achievement.

Every student should receive a copy of "Dos and Don'ts of Test Taking for Third Grade Students," to keep for review throughout the school year. Teachers may emphasize these hints to students through the series of eight transparencies "Dos and Don'ts of Test Taking for Third Graders."

Each elementary school has for its use a set of transparencies to be used with some of the suggested lesson plans.

DOS AND DON'TS OF TEST TAKING
FOR THIRD GRADE STUDENTS

. Review your lessons every day.

. Keep a list of new words from day to day you do not know. Find their meanings. Study your lists.

. Let your parents know when you are to take a test.

. Get a good night's rest.

. See your teacher to get more help if you do not pass a test.

. Listen carefully to all directions.

. Read each statement carefully.

. Do the easy questions first.

. If there is time, go back over your answers.

. Think carefully before answering a question.

. Relax.

. Erase your answer entirely and mark the correct answer if you make a mistake.

. Mark each answer on your answer sheet carefully and in the correct place.

. Try to answer as many questions as you can even if the test is hard for you.

. Your teacher will tell you what to do if your pencil point breaks.

. Don't spend too much time filling-in.

. Don't sharpen your pencil during the test.

TEACHER NOTES: LESSON ON VOCABULARY

LESSON OBJECTIVES

1. To familiarize students with test vocabulary terms.
2. To develop an understanding of test vocabulary so that students will be able to choose correct answers.

MATERIALS REQUIRED

1. Vocabulary: lesson plan sheets.
2. Pencil with eraser.
3. Transparencies #1-10.
4. Overhead projector.

PROCEDURES FOR PRESENTATION

1. Present and preview selected words.
2. List words on chalkboard to determine if students can recognize and pronounce them.
3. Discuss each term using transparencies #1-10 as the children follow their answer sheets.
4. Keep an ongoing list of directional terms used from teaching the exercises.
5. Use transparencies #8 and #9 for question #13.
6. Discuss results of exercises after students have completed answers individually.
7. Give sample test again on another day to test recall of test vocabulary understanding.
8. Items 8 and 9 develop an understanding of the terms all of the above and none of the above.

SUGGESTED TIME FOR TEACHING

Time varies according to the number of terms introduced and the needs of the students but should not exceed 30 minutes.

SUGGESTED RELATED ACTIVITIES

1. Encourage other teachers to use the same vocabulary for continued reinforcement.
2. Assemble learning centers.
3. Use related exercises from math books for all-some; inside-outside, etc. activities.
4. Use additional practice exercises to emphasize sequence, matching, circling, etc.

LESSON PLAN: VOCABULARY

1. Directions:

   Match the words in Column B with the words in Column A by putting the letter from Column B on the blank line after each word in Column A.

A		B
1. kitten	_____	A. cow
2. puppy	_____	B. dog
3. calf	_____	C. cat
4. lamb	_____	D. horse
5. colt	_____	E. sheep

2. Directions:

   Identify the mother animal in Column B that belongs with the baby animal in Column A by drawing a line from the mother animal to the baby animal.

A	B
1. duck	a. cow
2. puppy	b. dog
3. calf	c. duckling
4. lamb	d. fry
5. fish	e. sheep

3. Directions:

   Select from the letters below the one that belongs in this set:
   a, e, i, o, _____.

   (f, r, b, u, t)

4. Directions:

The letters a, e, i, o, u are vowels. Circle the vowels in the words below.

Check	Bright	Hump
Flash	Back	Rock

5. Directions:

Number the sentences below to show the order in which you do the following.

_____ Tie a ribbon around the box

_____ Wrap the gift with paper

_____ Buy a gift

_____ Give the gift to a friend

6. Directions:

Mark an X in the box next to the name of the largest animal.

horse ☐

elephant ☐

mouse ☐

deer ☐

dog ☐

7. Directions:

Put a check mark in the box beside the word or words which is most nearly like the first word.

Up	near	☐
	beside	☐
	above	☐
Add	less	☐
	put together	☐
	times	☐
Jump	leap	☐
	walk	☐
	run	☐

8. Directions:

Fill in the circle below the answer that makes the number sentence true.

10 - 3 = ☐

8	2	4	None of These
o	o	o	o

9. Directions:

Fill in the circle that makes the number sentence true.

34 =

- o 3 tens + 4 ones
- o 30 + 14
- o 20 tens + 14 ones
- o all of the above

10. Directions:

Fill in the circle beside the word that makes the sentence true.

A quarter of a dollar is equivalent to 25 cents.

◯ always

◯ never

◯ sometimes

11. Directions:

Fill in the circle beside the word that makes the sentence correct.

A nickel is more money than a dime.

◯ never

◯ sometimes

◯ always

12. Directions:

a. Put an X under the set which shows the least number of flowers.

b. Put an X above the set that has the most number of flowers.

13. Directions:

Using the transparencies, match the letter of the pictures with the word that shows the direction of the "happy face" in relation to the box.

1. over _____
2. under _____
3. before _____
4. after _____
5. beside _____
6. above _____
7. below _____
8. across from _____
9. lower than _____
10. around _____

14. Directions:

1. Fill in the vowel that is missing in this set.
   (____, e, i, o, u)

2. Look at these two sets. Fill in the shape that is missing in the second set.

3. Look at these two words. Fill in the missing letter in the second word.

   house; ho _____ se

4. Look at these two numbers. Fill in the missing numeral of the second number.

   326 32____

15. Directions:

Fill in the blanks with the word that fits. Here are some words to use:

out, foot, dad, apple, sun

Mom is to mother as _____ is to father.
Hand is to arm as _____ is to leg.
_____ is to fruit as corn is to vegetable.
_____ is to day as moon is to night.
In is to _____ as stop is to go.

TEACHER NOTES: LESSON ON ANSWER SHEETS

LESSON OBJECTIVES

1. To convey the idea that proper printing of one's name is essential to correct completion of forms for contest entry, applications, etc.
2. To give student experience with writing last name first, then first name.
3. To familiarize students with writing the school name.
4. To familiarize the child with filling in lines, ovals, etc. to mark answers.

MATERIALS REQUIRED

1. Answer sheet; lesson plan sheets
2. Pencil with eraser
3. Transparencies #11 and #12
4. Overhead projector

PROCEDURES FOR PRESENTATION

1. Discuss purposes for printing format - name and school.
2. Develop vocabulary used: row, shade, print, column, fill in.
3. Pupil and teacher demonstration of vocabulary on chalkboard.
4. Use transparencies #11 and #12.
5. Item #3 on the worksheet will give students practice in marking spaces or circles of different sizes.
6. Lead children through worksheet checking for understanding and giving special direction on #5 and #6. Special problems arise with left handed pupils. In test conditions where very small response grids are used, the "straight up" left-handed pupil may not see the grid he/she is actually marking. The "curved around" left handed pupil will not have full view of the answer sheet.

SUGGESTED TIME FOR TEACHING

One 30-minute session or two 15-minute sessions.

SUGGESTED RELATED ACTIVITIES

1. Encourage staff teachers to use quizzes with answer sheets.
2. Have students do some lesson sheets on an individual basis without assistance.
3. Practice filling out teacher made and/or commercial forms: blank forms, cereal box contest forms, post office change of address forms, etc.

EVALUATION:

1. Check for accuracy in completion of forms.
2. Check for accuracy in filling in spaces and circles in any machine scored tests.

LESSON PLAN: ANSWER SHEETS

1. **Directions:**
   Print your name. Put your last name first. Put your first name last. Practice this some more.

   _____

   _____

   _____

   _____

2. **Directions:**
   Print the name of your school. Practice this some more.

   _____

   _____

   _____

   _____

3. **Directions:**
Fill in all the spaces below. Use your pencil to do this.

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
	O	O	O	O
4.	A	B	C	D
	O	O	O	O
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
	o	o	o	o
8.	A	B	C	D
	o	o	o	o

4. Directions:

In row 1, fill in circle C.

1. A O B O C O D O

In row 2, fill in circle B.

2. A O B O C O D O

In row 3, fill in circle D.

3. A O B O C O D O

In row 4, fill in circle B.

4. A O B O C O D O

5. Directions:

Shade in the correct circle on the Practice Answer Sheet.

1. Which numeral tells how many tens there are in thirty?

   O 10
   O 30
   O 13
   O 3

2. Which numeral tells how many nickels there are in a dime?

   O 18
   O 10
   O 2
   O 6

3. What is the missing numeral in $12 + \square = 13$?

   O 1
   O 0
   O 3
   O 2

4. Which numeral is in the tens place in 146?

   O 6
   O 4
   O 1
   O 14

TEACHER NOTES: LESSON ON TYPES OF QUESTIONS

LESSON OBJECTIVES

1. To familiarize students with various types of test questions, sentence completion, word set relationships, matching, multiple choice, and true-false.
2. To enable the child to recognize that there are different ways of answering questions in formal and informal testing.

MATERIALS REQUIRED

1. Types of Questions: Lesson plan sheets
2. Individual answer sheet
3. Pencil with eraser
4. Teacher-made supplementary exercises
5. Overhead projector

PROCEDURES FOR PRESENTATION

1. Review vocabulary presented in previous lesson that includes terms used for types of questions.
2. Provide supplementary samples.
3. Distribute lesson sheets.
4. Work through exercises together.
5. Present same lesson two days later.

SUGGESTED TIME FOR TEACHING

1. 30 minutes for Parts I-III
2. 20 minutes for Parts IV, V

SUGGESTED RELATED ACTIVITIES

1. Learning Centers
2. Teacher-made quizzes
3. Supplementary exercises from story cards, worksheets, etc.
4. Listening exercises whereby children select answers from a series of responses
5. Categorizing real and manipulative objects or shapes

EVALUATION

1. Performance on teacher-made quizzes
2. Improved performance on presentation of lesson plan exercises two days later

LESSON PLAN: TYPES OF QUESTIONS

I. Completion

Directions: Complete the sentences.

A. Every sentence should start with a _____.
B. A telling sentence ends with a _____.
C. ? is at the end of a _____.
D. The opposite of yes is _____ .
E. There are _____ months in ıc year.
F. _____ is a holiday in December.
G. A nickel is the same amount as _____ pennies.
H. An animal that has gills is a _____.
I. Winter, spring, summer and _____ are the four seasons of the year.

Directions: Read the following paragraph and complete the sentences below.

Did you know that frogs are amphibians? An amphibian is an animal that lives in water and on land. Frogs begin their lives in water after they hatch from eggs. At this stage they are called tadpoles. As tadpoles' tails shorten, they grow legs and breathe with lungs. Now they have become frogs.

1. Frogs are called _____.

2. As tadpoles, they live _____.

3. They hatch from _____.

4. These animals need _____ in order to breathe on land.

5. A good title for this paragraph is _____.

II. Word Sets

Directions: Underline the word that shows the pattern.

A. before-after, on-off
   1. opposites
   2. synonyms
   3. contractions
   4. homonyms

B. book-look, trick-brick
   1. rhyming
   2. synonyms
   3. antonyms
   4. homonyms

III. Matching

A contraction is a word made from two words by leaving some of the letters out. An apostrophe is used to show where the letters have been left out.

Example: She's is a contraction for she is.

Directions: Draw a line from the contraction in Column A to its meaning in Column B.

Column A	Column B
1. he'll	they have
2. won't	it is
3. I'm	cannot
4. wouldn't	should not
5. can't	did not
6. shouldn't	he will
7. it's	I am
8. he's	would not
9. didn't	he is
10. they've	will not

IV. Multiple Choice

Directions: USE ANSWER SHEET. Do not place answers on this sheet.

1. Baby ducks are called:
   a. puppies
   b. ducklings
   c. chicks
   d. kittens
2. The opposite of down is:
   a. over
   b. inside
   c. up
   d. top
3. A dog's paw is its:
   a. head
   b. ear
   c. foot
   d. tail
4. Sugar is:
   a. sweet
   b. sour
   c. salty
   d. bitter
5. Trout is a:
   a. spear
   b. tree
   c. fish
   d. bird
6. Which of these coins has the same value as 15¢?
   a. 1 dime and 1 nickel
   b. 15 pennies
   c. 3 nickels
   d. all of these
7. A woodpecker is:
   a. an insect
   b. a bird
   c. a tree
   d. none of these
8. A castle is a:
   a. garden
   b. ship
   c. hall
   d. none of these

V. True or False

Directions: ANSWER SHEET ITEMS #9-16 will be answered as True or False.

9. Outside is the opposite of inside.

10. Two is the number that follows one.

11. A compound word is one word made from two smaller words.

12. Brown is a food we eat.

13. The word bell has four letters.

14. We use our eyes to hear.

15. Three books and five books are eight books.

16. Thanksgiving comes in March.

TEACHER NOTES: LESSON ON PRINTED "MISTAKES"

LESSON OBJECTIVES

1. To help the child recognize printed mistakes.
2. To give children experience in spotting the need for additional capital letters or punctuation omitted in selections.
3. To give children practice in recognizing a misspelled word among words spelled correctly.
4. To encourage students to use correct capitalization, punctuation, and spelling in writing sentences, personal letters, book reports, etc.

MATERIALS REQUIRED

1. Lesson plan sheets
2. Answer sheets
3. Pencils with erasers
4. Optional: newspapers, scissors, chart board, overhead projector

PROCEDURES FOR PRESENTATION

1. Review meaning of the period, question mark, comma, apostrophe.
2. Have children punctuate a friendly letter on chalkboard.
3. Optional: Children cut a sentence from the newspaper that uses capital letters. Child reads sentence to class and tells which words are capitalized. Child calls on a classmate to tell reason for capitalized words.
4. Locate place for filling in answers on answer sheet.
5. Read directions with class and go over first sets of questions together.
6. Allow children to finish independently.
7. Check answers and discuss reasoning.

SUGGESTED TIME FOR TEACHING

20-30 minutes - initial lesson

SUGGESTED RELATED ACTIVITIES

1. Students write articles for newspapers and proofread for mistakes.
2. Check for printed mistakes on daily class assignments.
3. Students write friendly letters, and proofread for mistakes.
4. Children proofread "books" made by other children.
5. Appropriate exercises from spelling and English books.
6. Ditto, overhead projector, or chalkboard exercises for correcting capitalization and punctuation mistakes.

EVALUATION

Students can gain help by writing some test items for supplementary exercises.

CAPITALIZATION

Directions: Place all answers on ANSWER SHEET. Look for mistakes in capitalization. Some do not have any mistakes. If you find a mistake, fill in the space on the answer sheet that has the same number as the line which contains the mistake. If there is no mistake, fill in number 4 on the answer sheet.

17.
1. The snow needs
2. to be cleaned
3. off the walks.
4. No mistakes

18.

1. many homes
2. are built by
3. the sea.
4. No mistakes

19.

1. Glasses will
2. help you do
3. your school work.
4. No mistakes

20.

1. My friend's
2. name is
3. bill.
4. No mistakes

21.

1. Candy is good.
2. Dad and i are going to the store.
3. Will you be my friend?
4. No mistakes

PUNCTUATION

Directions: Place all answers on ANSWER SHEET. Look for mistakes in punctuation in the sentences below. See if the periods, question marks, commas, apostrophes, etc. are used correctly. Some do not have any mistakes. If you find a mistake, fill in the space on the answer sheet which has the same number as the line which contains the mistake.

22.

1. I live in a house.
2. Where do you live?
3. Is it a red house.
4. No mistakes

23.

1. Big sea animals
2. are kept
3. for study.
4. No mistakes

24.

1. Did you know?
2. that summer
3. is almost here?
4. No mistakes

25.

1. The egg
2. rolls onto.
3. a rubber belt.
4. No mistakes

26.

1. Some animals
2. on, the ocean's
3. floor are small.
4. No mistakes

LESSON PLAN: SPELLING

Directions: How well can you spell? Look at the words after each number. If one of the words is spelled wrong, fill in the space on the answer sheet that has the same number as the word that is wrong. If there is no mistake, fill in number 4 on the ANSWER SHEET.

27. 1. guess 2. gess 3. guess 4. no mistakes

28. 1. head 2. hede 3. head 4. no mistakes

29. 1. through 2. through 3. thoogh 4. no mistakes

30. 1. blue 2. blue 3. blue 4. no mistakes

31. 1. would 2. woudd 3. would 4. no mistakes

32. 1. was 2. thay 3. who 4. no mistakes

33. 1. every 2. were 3. whare 4. no mistakes

34. 1. scool 2. enough 3. because 4. no mistakes

35. 1. done 2. laugh 3. don't 4. no mistakes

36. 1. before 2. ownly 3. grow 4. no mistakes

37. 1. better 2. both 3. wonce 4. no mistakes

TEACHER NOTES: LESSON ON READING COMPREHENSION

LESSON OBJECTIVES

1. To help students accurately answer questions about a reading selection in a given period of time.
2. To provide experience in first reading the questions which follow a reading selection as a means of accomplishing purposeful reading and increasing speed.
3. To provide experience in recognizing types of questions found in formal and informal testing.
4. To evaluate a child's ability to read with understanding.

MATERIALS REQUIRED

1. Lesson plan
2. Answer sheets, Reading Comprehension
3. Pencils with erasers
4. Watch or clock with second hand
5. Supplementary practice stories

PROCEDURES FOR PRESENTATION

1. Explain purpose for practice test.
2. Review some skills children have previously developed for reading comprehension, i.e., clue words-context, pictures.
3. Distribute answer sheet and locate position for answers.
4. Distribute selections.
5. Explain the best way of getting the answer using hint: read the questions first, then the paragraph.
6. Students work through first two stories without a time limit. Entire group reviews answers.
7. Allow children to work independently on last stories.
8. Go over correct answers discussing reasoning.

SUGGESTED TIME FOR TEACHING

1. 20-30 minutes - initial lesson
2. Several additional 20-30 minute activities

SUGGESTED RELATED ACTIVITIES

1. Reading comprehension activities
2. Reading kit activities
3. Diagnostic silent reading tests
4. Teacher made activities and centers
5. Daily practice during language arts time slot
6. Students to give reports on specific topics, i.e., customs, holidays

EVALUATION

1. Performance on tests
2. To determine whether understanding is gained during researching of information for reports

LESSON PLAN: READING COMPREHENSION

Directions: Read the stories. Answer each question according to what each story tells you. Mark answers on ANSWER SHEET.

Some children are playing on the equipment. There is a fence around the yard. When the children hear a bell, they line up and go inside the building.

1. Where are the children?

   a. at school

   b. in the park

   c. on the farm

   d. in a store

2. How do the children know when to go inside the building?

   a. a light flashes

   b. a whistle blows

   c. a horn sounds

   d. a bell rings

3. What will the children do before they go into the building?

   a. learn many things

   b. put away coats

   c. line up

   d. get ready to go home

4. In the story above, the word equipment means

   a. bats, balls, ropes

   b. books, pencils, papers

   c. swings, bars, ladders

   d. shovels, tractors, rulers

Joe was sitting up in bed. His leg still hurt a little, but he felt better. The doctor told him that he could go home tomorrow. Mark, who was in the bed next to him, said, "I will miss you when you leave."

5. Where is Joe?
   a. at home
   b. in the hospital
   c. in school
   d. at the store

6. Why is Joe where he is?
   a. Joe was on vacation
   b. Joe was fishing
   c. Joe had a birthday party
   d. Joe had an accident

7. The best title for this story is?
   a. Joe's Friend
   b. The Bicycle Accident
   c. Joe's Good News
   d. Where to Spend Your Vacation

8. In the story above, the word better means
   a. the same as
   b. worse than
   c. completely well
   d. improved

Once in a zoo there was a monkey that was funny and naughty at the same time. He would reach through the bars with his long arms. Then very quickly he would take a pocketbook. After some time, men at the zoo put another monkey in with him. Now he seems happy and does not take pocketbooks.

9. At first this monkey was
   a. strong
   b. alone
   c. afraid
   d. noisy

10. Men at the zoo found out what was
   a. funny
   b. wrong
   c. strange
   d. bad

11. The best title for this story is
   a. A Monkey That Surprised People
   b. Two Monkeys in a Zoo
   c. Carrying Pocketbooks in a Zoo
   d. Men Who Work in Zoos

12. In the story above, the word take means
   a. get
   b. pull
   c. grab
   d. carry

The three children, Billy, Jack, and Jill, came home from school the same way every day. They always stopped at the pet store to look at the puppies. Then they went to the newsstand to look at the comic books. Then they went to the restaurant to watch the people. After this, they went up to their apartment in the elevator.

13. How many children are in the story?

    a. six

    b. three

    c. two

    d. four

14. What time of day do you think it is in the story?

    a. afternoon

    b. morning

    c. darkness

    d. evening

15. This story as a whole tells mainly about

    a. a day in school

    b. a trip to the pet store

    c. the cute puppies

    d. the walk home from school

16. Which word in the story means a place to eat?

    a. newsstand

    b. elevator

    c. restaurant

    d. pet store

All living things can be put into two groups. These two groups are plants and animals. Each kind of living thing needs its own kind of place to live.

All living things are alike in some ways. They grow, change, move, and reproduce. They all need air, food, and water to stay alive.

Each group of living things is divided into special classes and each class has special things about them that no other group has.

One class of animals is fish. Fish spend their lives in water, breathe through gills and swim by moving their fins and tail.

Another class of animals is birds. All birds have two wings, two legs, and a bill. Their bodies are covered with feathers. Not all birds can fly. Some swim and some move around on the ground.

There are many other classes of animals. One is mammals. Another is insects. Do you know how each of these are alike? If not, try to find out. You can find many books about animals in the library.

17. Living things can be divided into two groups. They are
    a. insects and plants
    b. birds and fish
    c. plants and animals
    d. insects and mammals

18. Which paragraph tells what living things need to stay alive?
    a. paragraph 6
    b. paragraph 3
    c. paragraph 1
    d. paragraph 2

19. All birds are alike because they
    a. can all fly
    b. have two wings and one leg
    c. breathe with gills
    d. are covered with feathers

20. The main idea of the whole story is
    a. living things are divided into classes
    b. there are two groups of living things
    c. all living things grow, change and move
    d. insects are a class of animals

TEACHER NOTES: LESSON ON SKIMMING - CLUE WORDS

LESSON OBJECTIVES

1. To help children to look only for a specific word, words or numbers in a selection.
2. To increase a student's reading speed by teaching him/her to look for the important facts.
3. To provide practice for children to use clue words.

MATERIALS REQUIRED

1. Skimming lesson plan sheets
2. Answer sheets
3. Pencils with erasers
4. Time piece with a second hand

PROCEDURE FOR PRESENTATION

1. Draw out meaning of the word "skim" from students.
2. Distribute papers.
3. Read the questions orally to begin the lesson and see how quickly the children can supply answers. Then, set a time limit to finish the work.

SUGGESTED TIME FOR TEACHING

20-30 minutes

SUGGESTED RELATED ACTIVITIES

1. Use telephone book and newspapers for group skimming practice.
2. Use ditto materials where questions require skimming certain sections of books or newspapers.
3. Use childrens' newspapers for paragraph skimming.
4. Provide station centers.
5. Eye skimming activity placed on board first covered, then uncovered.
6. Provide eye skimming activity to pick out an "unknown" object in the classroom.

EVALUATION

1. Correctness of answers on tests
2. Application of skimming techniques to daily assignments

Directions: Skim the story to find the correct answer and mark your ANSWER SHEET.

Jill and Steve are going to visit their grandpa at the farm for two weeks. They will ride the train which leaves at 10 o'clock. They are happy because they like to feed the animals and play in the hay.

1. What time does the train leave?

   a. 10 o'clock

   b. 1 o'clock

   c. 2 o'clock

   d. noon

2. How long will Jill and Steve stay at the farm?

   a. 1 week

   b. 2 weeks

   c. 10 weeks

   d. 2 months

There are 25 children in Mrs. Hill's class. Mrs. Hill thought that the class should start a school newspaper. Five girls and six boys wanted to become reporters for the paper. They had fun and wanted to do it again next year.

3. How many girls were reporters in Mrs. Hill's class?

   a. six

   b. twenty-five

   c. four

   d. five

4. How many children were in Mrs. Hill's class?

   a. twenty

   b. thirty

   c. twenty-five

   d. thirty-five

Mr. Brown was taking $1,000 to the bank. On the way he dropped $100 on the sidewalk. A little boy and his dog who were behind Mr. Brown picked up the money and ran quickly to catch up with Mr. Brown to give him his money. Mr. Brown was so thankful he gave the boy $5.

5. How much money did Mr. Brown drop?

   a. $100

   b. $1,000

   c. $10

   d. $5

6. How much money did Mr. Brown give the boy?

   a. $10

   b. $5

   c. $100

   d. $50

Bill's father, Mr. MacElrevey, flies an airplane. Every day he leaves for work at 8:30 in the morning and comes home at 5:30 in the afternoon. He makes about $300 each week. Sometimes he takes Bill along with him. Bill likes to go with his father.

7. What time does Bill's father come home from work?

   a. 5:30

   b. 8:30

   c. 3:00

   d. 5:00

8. What time does Mr. MacElrevey leave for work in the morning?

   a. 5:30

   b. 8:30

   c. 3:00

   d. 5:00

An airport is like a small city in many ways. Its population is the hundreds of men and women who are clerks, cooks, baggage persons, and mechanics. These people provide many services for travelers day and night.

9. Which would below describes a group who work at the airport?

   a. travelers

   b. airport

   c. clerks

   d. city

10. Whom do the people who work at the airport help?

   a. cooks

   b. baggage

   c. city

   d. travelers

Bugs listened. He showed his fists. He wiggled his ears. Bugs made a funny grunt. Then his eyes twinkled as he chased his new little friend.

11. Which word below tells what Bugs wiggled?

   a. fists

   b. ears

   c. grunt

   d. friend

12. A word that tells the sound Bugs made is

   a. listened

   b. Bugs

   c. funny

   d. grunt

Pippi Longstocking lived in an interesting land, Villekula. Pippi lived there with her papa, whom everyone called Annika. He and Pippi often went for long walks. Sometimes, while they were walking, they met their friend, Princess Kannibal. These three friends walked and told many exciting stories among themselves.

13. Who is the princess in this story?

    a. Kannibal

    b. Pippi

    c. Annika

    d. Villekula

14. What is the name of Pippi's father?

    a. Annika

    b. Villekula

    c. Pippi

    d. Kannibal

Captain Montoyo lives near the water in a city far away called Callao. He knows a lot about rivers, oceans, and seas. He knows a lot because he is the captain of a large ship called the Hargate that travels on these waters. He goes all over the world.

15. Where does Captain Montoyo live?

    a. in Montoyo

    b. in Callao

    c. in the ship

    d. in Hargate

16. What is the name of the Captain's ship?

    a. The Montoyo

    b. The Callao

    c. The Mayflower

    d. The Hargate

ANSWER SHEET FORMS

ANSWER SHEET

for Lessons III, IV, V, VI

Lesson III: Types of Questions

IV. Multiple Choice

1.	a	b	c	d
2.	a	b	c	d
3.	a	b	c	d
4.	a	b	c	d
5.	a	b	c	d
6.	a	b	c	d
7.	a	b	c	d
8.	a	b	c	d

V. True or False

9. ___ ___
10. ___ ___
11. ___ ___
12. ___ ___
13. ___ ___
14. ___ ___
15. ___ ___
16. ___ ___

Lesson IV: Printed Mistakes

Capitalization

17. 1 2 3 4
18. 1 2 3 4
19. 1 2 3 4
20. 1 2 3 4
21. 1 2 3 4

Punctuation

22. 1 2 3 4
23. 1 2 3 4
24. 1 2 3 4
25. 1 2 3 4
26. 1 2 3 4

Spelling

27. 1 2 3 4
28. 1 2 3 4
29. 1 2 3 4
30. 1 2 3 4
31. 2 2 3 4
32. 1 2 3 4
33. 1 2 3 4
34. 1 2 3 4
35. 1 2 3 4
36. 1 2 3 4
37. 1 2 3 4

Lesson V: Reading Comprehension

1.	a	b	c	d
2.	a	b	c	d
3.	a	b	c	d
4.	a	b	c	d
5.	a	b	c	d
6.	a	b	c	d
7	a	b	c	d
8.	a	b	c	d
9.	a	b	c	d
10.	a	b	c	d
11.	a	b	c	d
12.	a	b	c	d
13.	a	b	c	d
14.	a	b	c	d
15.	a	b	c	d
16.	a	b	c	d
17.	a	b	c	d
18.	a	b	c	d
19.	a	b	c	d
20.	a	b	c	d

Lesson VI: Skimming

1.	a	b	c	d
2.	a	b	c	d
3.	a	b	c	d
4.	a	b	c	d
5.	a	b	c	d
6.	a	b	c	d
7.	a	b	c	d
8.	a	b	c	d
9.	a	b	c	d
10.	a	b	c	d
11.	a	b	c	d
12.	a	b	c	d
13.	a	b	c	d
14.	a	b	c	d
15.	a	b	c	d
16.	a	b	c	d

0312 [redacted] GRADE 5

STUDENT	SCHOOL	TEACHER	PER.	DATE

STUDENT NUMBER									SCHOOL NUMBER					T/C CODE	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

MARKING DIRECTIONS
- Use a No. 2 pencil only.
- Make no stray marks.
- Mark entire answer space.
- Erase changes completely.

PROPER MARK ○ ● ○

IMPROPER MARKS ✓ X • O

TEST 1

COGNITIVE ABILITIES

(Page 2)
PRACTICE EXERCISES
1 A B ● D E
2 F G H J K
3 L M N P Q

(Page 4)
SAMPLE
0 A B C D E

(Page 4)
LEVEL A
1 A B C D E
2 F G H J K
3 L M N P Q
4 R S T U V
5 A B C D E
6 F G H J K
7 L M N P Q
8 R S T U V
9 A B C D E
10 F G H J K
11 L M N P Q
12 R S T U V
13 A B C D E
14 F G H J K
15 L M N P Q
16 R S T U V
17 A B C D E
18 F G H J K
19 L M N P Q
20 R S T U V
21 A B C D E
22 F G H J K
23 L M N P Q
24 R S T U V
25 A B C D E

TEST 2

(Page 12)
SAMPLES
0 A B C D E
00 F G H J K
000 L M N P Q

(Page 13)
LEVEL A
1 A B C D E
2 F G H J K
3 L M N P Q
4 R S T U V
5 A B C D E
6 F G H J K
7 L M N P Q
8 R S T U V
9 A B C D E
10 F G H J K
11 L M N P Q
12 R S T U V
13 A B C D E
14 F G H J K
15 L M N P Q
16 R S T U V
17 A B C D E
18 F G H J K
19 L M N P Q
20 R S T U V
21 A B C D E
22 F G H J K
23 L M N P Q
24 R S T U V
25 A B C D E

TEST 3

(Page 22)

SAMPLE 0		SAMPLE 00		SAMPLE 000	
YES	NO	YES	NO	YES	NO
1 ○	○	6 ○	○	11 ○	○
2 ○	○	7 ○	○	12 ○	○
3 ○	○	8 ○	○	13 ○	○
4 ○	○	9 ○	○	14 ○	○
5 ○	○	10 ○	○	15 ○	○

(Page 26)

SET A		SET B		SET C		SET D		SET E		SET F	
YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
1 ○	○	6 ○	○	11 ○	○	16 ○	○	21 ○	○	26	
2 ○	○	7 ○	○	12 ○	○	17 ○	○	22 ○	○	27	
3 ○	○	8 ○	○	13 ○	○	18 ○	○	23 ○	○	28	
4 ○	○	9 ○	○	14 ○	○	19 ○	○	24 ○	○	29	
5 ○	○	10 ○	○	15 ○	○	20 ○	○	25 ○	○	30	

SUPPLEMENTARY EXERCISE ON VOCABULARY

Submitted by Riverdale Elementary

VOCABULARY

DIRECTIONS: In this exercise, you are to decide which one of the four answers has most nearly the same meaning as the word underlined above them. Then, on the answer sheet, find the row of answer spaces numbered the same as the exercise you are working on. You are to fill in the answer space on the answer sheet that has the same number as the answer you chose. The exercise in the box at the right is a sample and has already been marked correctly on the answer sheet.

SAMPLE EXERCISE

Ex. Focus the camera
1) aim
2) shoot
3) adjust
4) clean

1. To hum
   1) Sing slowly with mouth closed
   2) Sing softly with mouth closed
   3) Sing loudly with mouth closed
   4) Sing softly with mouth open

2. Join the group
   1) left from
   2) be with
   3) separate from
   4) depart from

3. The filthy man
   1) mad
   2) dirty
   3) sick
   4) rich

4. Guard the money
   1) spend wisely
   2) watch carefully
   3) borrow
   4) donate

5. The crooked road
   1) even
   2) curved
   3) straight
   4) narrow

6. Create a story
   1) write
   2) read
   3) tell
   4) destroy

7. The woman was wealthy
   1) sickly
   2) rich
   3) wicked
   4) a widow

8. The public pool
   1) private
   2) personal
   3) community
   4) individual

9. The knife was blunt
   1) sharp
   2) silver
   3) dull
   4) bent

10. The guide was there
    1) tribe
    2) group
    3) followers
    4) leader

11. To lengthen
    1) increase
    2) decrease
    3) shorten
    4) lessen

12. The skyscraper
    1) large bird
    2) tall building
    3) fast airplane
    4) U.F.O.

13. Announced the weather
    1) told about
    2) asked about
    3) remembered
    4) changed

14. He deposited his check
    1) put in
    2) took out
    3) earned
    4) destroyed

15. A courageous act
    1) brave
    2) timid
    3) weak
    4) naughty

16. Senior citizen
    1) young people
    2) married people
    3) older people
    4) intelligent people

17. Partially true
    1) somewhat true
    2) untrue
    3) false
    4) wrong

18. The opposite word
    1) same
    2) different
    3) just like
    4) similar

19. Review this lesson
    1) read
    2) skip over
    3) look at again
    4) test

20. A hasty remark
    1) quick
    2) nasty
    3) funny
    4) smart

21. In the pasture
    1) forest
    2) past due
    3) grassy land
    4) past year

22. Be quiet in the corridor
    1) playground
    2) hallway
    3) lunchroom
    4) gymnasium

23. The long journey
    1) trail
    2) trial
    3) trip
    4) train

24. Accumulate
    1) decrease
    2) collect
    3) discuss
    4) accuse

25. The banner flew in the sky
    1) big bird
    2) big plane
    3) big flag
    4) big kite

26. Filled the beaker
    1) river
    2) cup
    3) land
    4) ship

27. Poor conduct
    1) health
    2) attention
    3) behavior
    4) work

28. For your benefit
    1) good
    2) party
    3) fitness
    4) club

SUPPLEMENTARY EXERCISES

for

FUNCTIONAL READING

Submitted by Bond Mill Elementary

SCANNING PRACTICE

Directions:

1. Read each question below.
2. Skim the list as fast as you can to find the answer.
3. Write the answer on your paper.
4. Check your answers.

I. Book Fair

Titles Available

(A)		(B)	
Three Giant Stories	45¢	Poems of Childhood	59¢
Easy-to-Cook-Book	60¢	The Riddle Book	55¢
What Makes A Shadow?	75¢	Cinderella	50¢
Toys (A picture play book)	29¢	Puzzles for Young Detectives	60¢
Marrassa and Midnight	75¢	Magic Tricks	60¢
Freedom Train	60¢	Time and Timepieces	60¢
How Children Learn	95¢	Animals With Shells	60¢
Golden Slippers	60¢	Wild Flowers	60¢
Bat Boy of the Giants	25¢	Games for Girls	60¢
Best Loved Fairy Tales	59¢	Indian Crafts	75¢
What Does Baby See?	29¢	The Black Arrow	49¢
Paddington at Large	65¢	Hide and Seek	60¢
Heidi	75¢	Fun With Puzzles	65¢
Two Years Before the Mast The Midnight Colt	$1.65	Lulu is Back in Town	95¢
Congo Boy	50¢	The Long Winter	95¢
The Shaggy Dog	50¢		

Questions:

1. (List A) Which book costs more than $1.00?
2. (List B) Which title begins with the word "Time"?
3. (List A) What is the title of the book about Marrassa and Midnight?
4. (List B) What is the cost of Hide and Seek?
5. (List A) How much is Heidi?
6. (List B) How much is Fun With Puzzles?
7. (List A) Which two books have no price next to them?
8. (List A) Which book costs $.95?
9. (List B) Which book title has "Lulu" as its first word?
10. (List B) How much is Indian Crafts?

TABLE TALK

A list of titles like the one below is called a table of contents. Each numeral tells the page on which a story begins. Use this table of contents to find the answers to the questions at the bottom of the page.

The Happy Toad 4

What Happens to Rock ? 13

Plants and How they Grow 19

Smart Spider! 26

Shooting Stars 35

He Painted Famous People 40

Here Come the Robbins 46

Growing Up 56

The Lollipop Man 65

Trains at Work 72

Animals Which Give Milk 81

The Baseball Tournament 88

1. On which page does the third story begin? _____
2. Does the book have a story called "Talking Hands"? _____
3. Which story tells something about an artist? _____
4. Which story begins on page 65? _____
5. Which story tells something about a kind of bird? _____
6. Which story might tell me if all plants need sunlight? _____

II. You can find these in a house: a floor, a wall, a room, and a sink. You can see these in the zoo: elephants, monkeys, tigers, cows, and skunks. But you can not find an elephant in a house.

1. What can you find in a house?

2. What can you see in the zoo?

3. Now, what can't you find in a house?

4. Name five other things you can find in your house.

5. Make a picture about the second sentence.

III. It's nice to sit and talk to my friend. Jimmy and I tell jokes to each other. Sometimes he tells me about his monster dreams. I tell him about my pet turtle - Speedy. We have learned a lot from each other.

1. What do I talk to?

2. What do we tell each other?

3. What does Jimmy dream about?

4. What is my pet called?

5. Make a picture about this story.

6. Give this story a name.

IV. It's raining outside. No sun . . . no boys and girls playing . . ., just rain, rain, rain. But . . . when it stops raining, I'll jump in puddles, play in the mud, and float paper boats in the street.

1. What is going on outside?

2. Where are the boys and girls?

3. What will I do with paper when it stops raining?

4. Make a picture of the first sentence.

5. Give this story a name.

V. Here comes the circus parade. First comes the clowns. Next, the band marches by. Now a gray elephant slowly goes past us. At the end of the parade we will see the monkeys.

1. What are we watching?

2. What comes first?

3. What comes next?

4. What will be at the end of the parade?

5. Make a picture about the first sentence.

VI. It's fun to buy a hamburger. I stand in line. Then the man asks me what I want. I ask for a hamburger with cheese and ketchup on it. I also ask for French fries and a drink. Now what kind of a drink shall I have?

1. Why did I stand in line?

2. What did I want on my hamburger?

3. What kind of potatoes did I ask for?

4. What kind of drink do you think I had?

5. Make a picture about this story.

VII. I have a pet monkey. Her name is POTATO CHIPS. We call her that because she likes to eat potato chips. She is three years old. One day we could not find her. She was sleeping on the T.V. Ha, ha, ha!

1. What animal is the story about?

2. What is her name?

3. Why did they call her that?

4. How old is she?

5. What was on the T.V.?

6. Give this story a name.

VIII. Some words have the same meaning. Father and Dad . . . fast and speedy . . . sleep and snooze . . tender and soft.

1. What word means the same as Father?

2. What word means the same as soft?

3. What word means the same as speedy?

4. What word means the same as sleep?

5. Name two other words that mean the same.

IX. Color is all around us. Bananas are yellow. The sky is blue. An orange is orange. The grass is green. A fire truck is red. Snow is white. What could be purple?

1. What is all around us?

2. What is yellow?

3. What is orange?

4. What color is a fire truck?

5. What could be purple?

6. Make a picture of this story.

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